DOCUMENT RESUME

ED 291 709 SP 029 943

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TITLE The Critical Professional Skills of Teaching: A Laboratory Approach to Teacher Education and Program Verification.
INSTITUTION Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE Feb 88
NOTE 57p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classroom Observation Techniques; *Evaluation Methods; Higher Education; Measurement Objectives; *Measures (Individuals); Preservice Teacher Education; Student Evaluation; *Student Teachers; *Teaching Skills
IDENTIFIERS Northern Arizona University

ABSTRACT

This paper describes a pilot project that investigated two key elements of the Teaching Skills Laboratory Network. The first of these was the use of a performance assessment instrument, and the second was the development of a teacher education database. In order to provide a contextual perspective, the discussion of these two items is prefaced by a brief overview of the origins and mission of the Center for Excellence in Education at Northern Arizona University. The pilot project was designed to determine whether a teacher observation instrument can be used effectively in a preservice program during the course work phase prior to student teaching, and also be used during the student teaching phase. The study sought to determine areas in which students tended to be relatively strong and relatively weak. The pilot sought to identify any emergent patterns during the acquisition of proficiency in teaching skills, and whether any students were "at risk" due to poor performance. It was hoped that clues would be found that would help tie preservice and inservice together in a way that would foster new partnerships between universities and public schools. (JD)

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# The Critical Professional Skills of Teaching:

# A Laboratory Approach to Teacher Education

# and Program Verification

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The Center for Excellence in Education
Northern Arizona University

Paper presented at the meeting of the American Association of Colleges for Teacher Education, New Orleans, LA, February 1988.

SP 029 943

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## INTRODUCTION

The purpose of this paper is to describe a pilot project which investigated two key elements of the Teaching Skills Laboratory Network. The first of these is the use of a performance assessment instrument, and the second is the development of a teacher education database. In order to provide a contextual perspective the discussion of these two items will be prefaced by a brief overview of the origins and mission of the Center for Excellence in Education. In addition, a five minute video tape on the skills labs will be shown to help provide a sense of the scope of the programs and the variety of the facilities.

This is a report on a pilot project designed to determine whether a teacher observation instrument can be effectively utilized in a preservice program during two different stages of preparation. First of all, can a teacher observation instrument be used during the course work phase prior to student teaching. Secondly, can a teacher observation instrument be used during the student teaching phase.

The aspiration was to determine areas in which students tended to be relatively strong and to identify areas in which they tended to be relatively weak. Furthermore, the pilot sought to identity any emergent patterns during the acquisition of proficiency in teaching skills. In addition, the pilot was aimed at identifying whether any students were "at risk" due to poor performance. Of course, it was also hoped that the results of this pilot would verify the efficacy of our programs as well as help guide efforts to revise the teacher education curriculum associated with the teaching skills laboratories. Finally the project was searching for clues that would help tie preservice and inservice together in a way that would foster new partnerships between universities and public schools.

## THE ORIGINS OF THE CENTER FOR EXCELLENCE IN EDUCATION

The Center for Excellence in Education was born out of the sense of crisis which swept the country in the early 1980's (Parker, 1988). The allegations went something like this:

> Children are not learning as much as they should . . . because
> Teachers are not teaching as well as they should . . . because
> Colleges of Education are graduating incompetent teachers.

Northern Arizona University was not immune from the attacks focused on teacher education. In November of 1983, Governor Bruce Babbitt's Committee on Quality Education released its report, Education in Arizona: Popular Concerns and Unpopular Choices. This report was very critical of the colleges of education in Arizona as well as those across the nation.

Their key complaints were:

1. Teachers need a stronger grounding in academic subject matter.
2. Colleges of Education place far too much emphasis on methodology of questionable relevance.

The key recommendations for improvement were:

1. There should be more emphasis on meaningful methodologies such as human relations and communication skills.
2. Student teaching time should be increased and the quality of supervision should be improved.
3. There is a need for greater cooperation and interaction between academic disciplines and colleges of education.

On June 30, 1984, the College of Education at Northern Arizona University was abolished and on July 1, 1984, the Center for Excellence in Education was established. The challenge was clear.

> If children are to be better educated . . . then
> Teachers must be better prepared . . . and
> The Center for Excellence in Education must
> be an instrument of reform in Arizona.

## THE MISSION OF THE CENTER FOR EXCELLENCE IN EDUCATION

The mission of the Center from its first day of operation has been focused on reform. Four major priorities have been adopted shortly thereafter to give direction to the mandate to improve undergraduate teacher preparation and guide the other major thrusts of the Center (Williams, 1985). To a substantial degree, these parameters were designed to be responsive to the issues raised by the Committee on Quality Education.

1. The teacher preparation program must assure quality control. A competency-based program with a performance-based strategy was envisioned.

2. The teacher preparation program must have a strong experiential flavor. It was projected that students would have more extensive experiences earlier in their training.

3. The teacher preparation program must be based on a sound academic preparation and interdisciplinary in the sense that it would draw on the expertise of the academic disciplines across the campus. Similarily, it must bring the talents of all areas within the Center to bear on the preparation of teachers and educational leaders.

4. The teacher preparation program must develop with a strong multicultural component through an emphasis on Indian education, bilingual education, and minority education, which would be developed in close concert with the social and economic (socio-economic) needs of the state.

Although the Center's mission is manifold, the undergraduate teacher preparation program is a top priority and it continues to be guided by the principles associated with a competency-based, experiential, interdisciplinary and multicultural curriculum.

## THE EXPERIENCE-BASE BECOMES THE PRIMARY CHARGE

### The Experience-Base

Much has been written over the past few years about the knowledge-base of teacher education, but the assessment at Northern Arizona University was that our programs could be enhanced by a greater emphasis on the experience-base of teacher preparation. The Teaching Skills Laboratory Network was organized as one means of strengthening the experience components of our curriculum.

It was observed that a substantial mismatch exists between much of what happens on the university campus in the name of teacher education and what is actually demanded on-the-job in the public school classroom. At NAU, it was noted that there was a major gap between our rather convention teacher education curriculum and the realities of student and novice teaching in the field. In 1984, eligibility for student teaching in our college was assessed through a transcript review process that consisted mainly of a course credit count and a calculation of a cumulative grade point average. It was assumed that candidates were ready to student teach if they had completed a menu of education and methods courses with adequate grades. There was no formal pre-student teaching check of teaching skills and no determination whether an integration of knowledge and skill had occurred.

A consensus grew that the experience-base was too limited in the NAU curriculum and that there was a need for a new emphasis on skill development which would contribute to greater curricular accountability and quality control of graduates.

Goals for the Teaching Skills Laboratory Network

The overall goal of the goal of the program was originally and continues to be to organize a systemic continuum of laboratory experiences which provide both performance-based instruction and performance-based assessment for all undergraduate teacher education students at NAU. These experiences are articulated with the knowledge-base and integrated into the overall teacher preparation program. Laboratory activities permit greater individualization of instruction and also allow for formative and summative skill evaluation of all students. This information can be used to verify the successes and failures associated with our curriculum reform efforts and can provide a means to follow each student from entry to graduation.

Facility and Programs in the Network

The Teaching Skills Laboratory Network consists of eight labs and seven programs. Theses are described in considerable detail in other publications (Peterson, 1988) and are the subject of the video tape which will be shown as part of the presentation of this paper. However, just to provide an overview of the labs, here is a short list of some of our activities:

| | |
|---|---|
| Video feedback teaching | Coaching |
| Laboratory Exercises | Case studies |
| Simulations, games, and modules | Mentoring |
| Computer Assisted Instruction | Modeling |
| Skills Lab Workshops and Seminars | Portfolio Development |

Arizona Teacher Residency Program (ATRP)

The ATRP is the primary teacher observation instrument adopted by the Arizona Department of Education and therefore it has been used extensively, although not exclusively, in the NAU prestudent teaching and student teaching performance evaluations. There is a separate instrument in the area of special education and the pre-student teaching version contains a section on communications and professionalism which is not a part of the student teaching version. There have also been some recent (1988) changes in the ATRP which are not reflected in this paper.

It should prove helpful to comment briefly on this instrument. In the mid-1980's, the Arizona Department of Education adapted the Georgia Teacher Performance Assessment Inventories (TPAI) into the Arizona Teacher Residency Program (ATRP). The instrument identifies observable, measurable teaching skills together with district (read "customer") expectations. The ATRP provides a launching pad for teacher development along researchable lines.

The ATRP is designed to monitor 34 aspects of effective classroom practice through a low inference, 5-point observation scale. Points are awarded on the number of observed indicators for each of these aspects rather than on subjective impressions or ratings.

The ATRP is presently the main data-gathering instrument which the Center for Excellence in Education uses to document the development of skills among students during performance-based laboratory activities and during the student teaching experiences. Students are typically observed three times during their pre-student teaching years and three more times during their student teaching. These observations are central to the database referred to elsewhere in this paper. The 1987 version of the ATRP is found in appendix A.

The following sections of the paper will present the results of the pre-student teaching and student teaching phases of data collection using the ATRP.

## SIGNIFICANCE OF THE STUDY

Arizona is one of fourteen states which utilizes some type of an instrument for observations assessment of teaching performace (Association of Teachers Educators, 1988).

| | |
|---|---|
| Arizona | Pennsylvania |
| Connecticut | Rhode Island |
| Florida | South Carolina |
| Georgia | Tennessee |
| Kansas | Texas |
| North Carolina | Virginia |
| Oklahoma | West Virginia |

NAU is exploring the use of an observational instrument to assess applicants to teacher education in order to identify weak candidates and also to provide a performace-based alternative to the Professional Skills Test (CPPST) which is significantly reducing the number of minority students admitted to the education program. The ATRP instrument is also being used during the training phase to determine rates of student progress and to idenify gaps and strengths in the teacher education curriculum. The ATRP is then administered immediately before student teaching to measure readiness for placement in the schools and to provide the schools with a profile of the students strengths and weakness at the start of the assignment. Finally, the ATRP is used throughout and at the completion of student teaching. This not only provides an assurance of the quality control of individual graduates but it also yields one check on the

extent to which the NAU curriculum is successful in producing qualified novice teachers. Finally, it helps prepare students for the observational assessments they will experience as novice and tenured teachers.

This pilot was designed to determine whether the ATRP, indeed, could be effectively employed in the preservice program for the purposes described above. The findings should help guide continued curriculum development at NAU and also provide clues to other institutions experimenting with observational instruments.

## RESULTS OF THE PILOT STUDY

This pilot study was conducted over three semesters with data gathered on one hundred and thirty-nine students. Ninety-five of those were in pre-student teaching courses, twenty-five were student teaching in elementary education, and nineteen were identified as "at risk" from pre-student teaching classes and from student teaching.

Before the results are presented it seems appropriate to discuss some of the limitations associated with this pilot study.

### Limitations of the Study

This was a pilot study with all of the limitations associated with exploratory investigations. Definitive conclusions are not possible, but it is hoped that the results will generate clues, suggest directions, and encourage persistence in the pursuit of a database which will guide sustained curriculum development at NAU. This was an internal, institutional pilot project and the results are presented in the spirit of sharing self-study experiences in the early stages among sister institutions. Here are some specific cautions that should be employed while considering the findings.

1. This was not a random sample of students. Subjects were selected by soliciting the cooperation of faculty members and students. The information reported herein is based on the efforts of faculty members and students who volunteered.

2. This was not a longitudinal study. Students were selected from those enrolled at various stages of their professional preparation.

3. The subjects were selected from the areas of elementary education, secondary education, and special education, The students at the sophomore or beginning level were selected from two sections of EFD 200 Introduction to Education. The junior or intermediate level students were recruited from special education dual major courses, and the senior or advanced level students were selected from secondary students enrolled in ECI 430 Methods in Secondary Education. The student teachers were assigned to elementary schools.

The intent was to obtain a cross selection of student from the three major groups in the Center and to determine what patterns emerged. The pilot project was designed with the intention of providing quick feedback to early initiatives.

Pre-student Teaching Skills as Measured by the ATRP

The pre-student teaching evaluations associated with this pilot study were conducted with ninty-five undergraduates enrolled in education classes within the Center for Excellence for Education. The ATRP had not been utilized as a research instrument among pre-student teacher undergraduates prior to the fall of 1986. The ATRP had been adopted as the student teacher evaluation instruction by this time, however, and this pilot was designed to address selected questions regarding the development of those skills assessed by this instrument. Since this was a pilot study, a decision was made to solicit faculty volunteers who would allow students in their classes to be video taped in the processes of teaching a peer lesson to their classmates. The subjects were selected from an introductory class which represented students from a wide range of majors. Arts and sciences teacher education majors,

elementary education majors and special education dual majors were members of this introductory class. The intermediate (junior level) students were selected from students enrolled in a foundation and methods class in special education. The senior students (advanced students) were enrolled in a secondary education methods class typically taken by students the eight weeks before the beginning of student teaching.

The results of these assessments are displayed in table 1 which follows. There are several observations which are pertinent to this paper. These are discussed below:

1. Students demonstrate progressively higher scores on the ATRP as they move up the curriculum ladder from lower level to higher level courses. For example, sophomores obtained a 2.14 score across all subtests while juniors scored at the 2.71 level and seniors scored at the 3.20 level. It is clear that students demonstrate increased proficiency on the skills measured by the ATRP as they proceed through the teacher education curriculum.

2. Students perform at their highest level on the Interpersonal Skills section of the ATRP from the beginning course all the way through the end of the student teaching experience. Nonetheless, there are significant differences between the level at which beginning teacher education recruits function and the 3.2 level at which novice student teachers perform.

3. Students score relatively low in the area of teaching, plans and materials. This raises some very interesting questions related to how students think about teaching and how they plan for their teaching. At first blush, it would seem to raise a question as to whether students plan better than they teach.

Table 1

Average ATRP Scores As Measured in Beginning Intermediate and Advanced Education Course

| N | Teaching Plans & Materials means | Classrooms Procedures means | Interpersonal Skills means | Total average score over all subtests means |
|---|---|---|---|---|
| 45 So | 1.81 | 1.98 | 2.64 | 2.14 |
| 26 Jr. | 2.54 | 2.48 | 3.15 | 2.71 |
| 24 Sr. | 3.01 | 3.26 | 3.34 | 3.20 |

Appreciation is expressed to Sue Oliver, a NAU doctoral student, for her major role in the collection of this data.

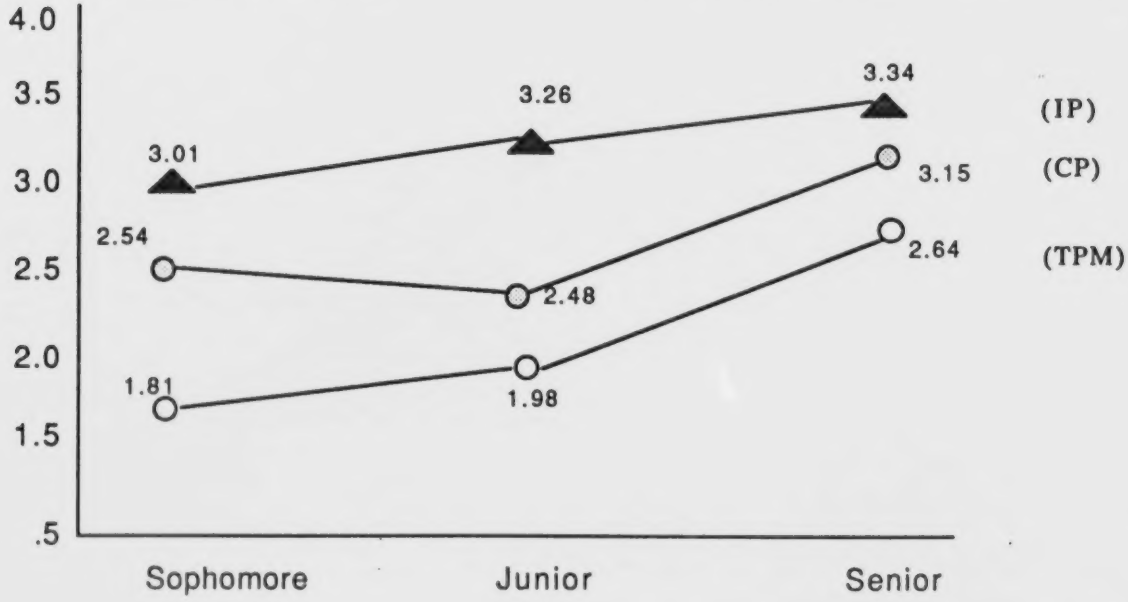
4. An analysis within each subtest indicates that students have relatively low scores on these items.

   Instruction takes into account learner's abilities and styles
   Instruction takes into account different rates of learning
   Provides Learner Feedback
   Monitors Student Progress
   Uses Instructional Aids and Other Equipment
   Specifies procedures for assessing learner progress

   It should be noted that these relative positions in rankings remain constant throughout each of the three pre-student teaching observations even though the groups are remarkably different in terms of major and class level.

Use of the ATRP in undergraduate education proved satisfactory in establishing its useful in providing baseline skill data on entering students, formative data on students in training, and summative data on students nearing the end of their pre-student teaching preparation. Figure 1 shows the progress over the three measures.

Figure 1
Profile of Average Subscale Scores During Pre-Student Teaching



Student Teaching Skill Development as Measured by the ATRP

Twenty-five elementary student teachers who completed student teaching during the fall semester of 1987 were assessed using the ATRP. As mentioned earlier, three samples of teaching were observed. One at the start of the semester, a second a mid-semester, and a third at the end of the semester.

Tables 2 and 3 indicate how the items of the ATRP, grouped into subtests, behaved on a group of 25 NAU students who recently completed student teaching. Using *t*-tests for correlated samples and a two-tailed test of significance (when $p \leq .025$ to be considered significant), items and subtests of the ATRP were examined for differences at three points during student teaching: first, middle, and final observations.

Table 2

Average ATRP Scores by Subscale During Student Teaching

| Subscales/Observations | First Observation | Mid-Term Observation | Final Observation |
|---|---|---|---|
| Teaching Plans and Materials (TPM) | 3.06 (0.60) | 4.00 (0.58) | 4.00 (0.71) |
| Classroom Procedures (CP) | 3.71 (0.44) | 4.18 (0.57) | 4.27 (0.58) |
| Interpersonal Skills (IP) | 3.94 (0.82) | 4.34* (0.72) | 4.56* (0.68) |

*Ceiling effect noted.

Table 3

Significant Differences Noted by Items within Scales

| | 1st>Mid | 1st <Mid | 1st>Final | 1st<Final | Mid>Final | Mid<Final | Possible sig. comp | Proportion significant |
|---|---|---|---|---|---|---|---|---|
| TPM (k=9) | 0 | 9* (r=.62) | 0 | 9* (r=.66) | 0 | 0 | 27 | .67 |
| CP (k=19 | 0 | 8* (r=.40) | 0 | 12* (r=.46) | 0 | 0 | 57 | .35 |
| IP (k=6) | 0 | 3 (r=.17) | 0 | 4* (r=.38) | 0 | 0 | 18 | .39 |

* Results in significant average score difference as well.

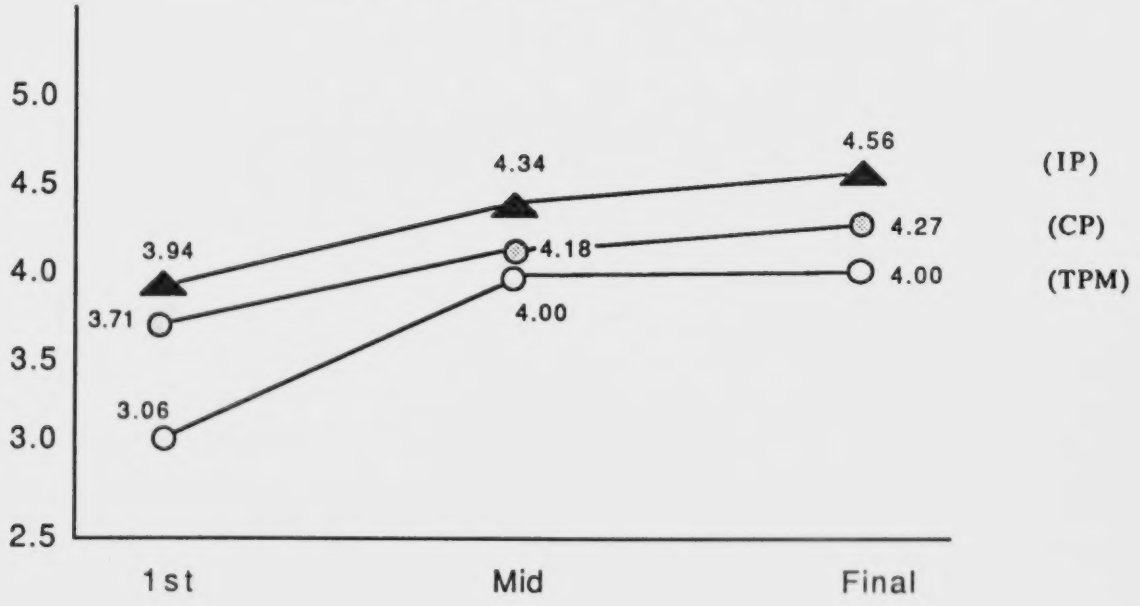
1) All changes occurred as one might predict: no reversals, i.e., no Pre >Mid or Mid>Final,

2) No differences whatsoever between mid and final ratings were found: significant differences generally occurred between 1st and mid, where gains reached asymptote, except on the IP scale.

3) On item-by-item basis, there were 44 percent significant comparisons. Furthermore, all of these differences correspond to the expectation that Pre<Mid<Final, the major exceptions being that in no instance were those any significant differences between Mid and Final averages.

4) Composite subscores indicate that Interpersonal Skills (IP)--rated highest initially, highest at mid, and highest on final--was the only scale where significance was only reached between 1st and final averages. A ceiling effect obtained, signaling the need either to redesign or add more items to produce greater variance or to re-examine the utility of this scale. Skewness of IP indicates, respectively,- .297 for 1st observation, - 1.274 for Mid observation, and - 2.800 for the Final observation (the last two are the highest kurtosis figures for any subscale), indicating presence of a few very low scoring students, who perforce should be identified. Hence, redesign or extension of this scale is in order, since it is useful. High scores at all these observation points imply that these student teachers possess a high level of competence in this domain of Interpersonal Skills or that this IP scale is too easy. Only by trying the IP scale on a pre-student-teaching group might we be able to determine if a growth occurs early or if the scale is indeed too easy. Ceiling effects encountered during the Mid and Final visits suggest (a) that the gains made may well be underestimated and that the students actually improved more than the present scale can measure; (b) that the ceiling effect encountered during the last two observations may be depressing the developmental curve as well, i.e., that the true developmental picture or the Interpersonal Skills construct may not be nearly as linear as Figure 1 depicts but may more closely parallel the slope of the CP and TPM scales, which indicates rapid, significant growth followed by asymptote; and (c) that the utility of the present scale for measuring IP skills on followup visits of NAU graduates during their novice year is likely to be quite low.

Figure 2
Profile of Average Subscale Scores During Student Teaching



5. A special comment is merited at this point. Students appear to maximize the ATRP gains after eight weeks of student teaching with no significant gains demonstrated between the mid-term assessment and the final observation. This observation is quite important in terms of reflecting on the length of the student teaching experiences and/or the content of those experiences.

"At Risk" Teacher Education Students

One major effort was to attempt to identify students enrolled in these courses who demonstrated problems related to teaching that were so serious as to place them "at risk". Nineteen such students were identified by the faculty member teaching the course and/or by the faculty member or graduate assistant who observed and rated the lesson. It can be seen in table 4 that such students were identified in all of the classes. It should be noted that each of the classes had a field component and that some of the difficulties found were related to the field experience assignment. For the benefit of providing a frame of reference, the number of student teachers reported at risk during that same semester were identified.

Table 4

At Risk Students

| Level | Total Enrolled | Numbers At Risk | Percentage At Risk |
|---|---|---|---|
| Sophomores | 45 | 6 | 13% |
| Juniors | 26 | 3 | 12% |
| Seniors | 24 | 2 | 8% |
| Student Teachers | 174 | 8 | 5% |

Appreciation is expressed to Jo Cleland, an NAU doctoral student for her work on collecting this data and working with these students.

The problems found among these students were grouped into the areas listed below and they are listed in rank order of severity beginning with the most critical and most frequently identified problems as determined by those faculty working with the students.

1. Communications:
   Poor spoken English usage, the lack of clarity in oral and written expression, spelling problems and poor written communication skills were the major complaints.

2. Lesson Planning:
   Problems with thinking through the goals of the lesson, formulating objectives, articulating objectives and procedures, and the documentation of evaluation procedure were cite most often as the major concerns.

3. Professionalism:
   Inappropriate attire, inappropriate grooming and hygiene, the lack of tack, the failure to deal with confidentially matters properly, and poor school socialization in general were reported most frequently in this area.

4. Interpersonal Skills:
   Problems with cooperating teachers, parent relationships, inappropriate behaviors and attitudes towards students and working with others in the school besides the cooperating teacher were listed in this category.

5. Instructional Delivery:
   Lack of clarity, poor questioning techniques, inadequate monitoring and feedback, post perceptions of the classroom, and poor perceptions of their own performance were the problems encountered.

Two of the eight student teachers "at risk" were withdrawn from their placement and the remaining six passed with extraordinary support. The two seniors "at risk" indeed had difficulties in student teaching the following semester. Both withdrew before entering or completing student teaching. The identification and referral rate of "at risk" students varies by two factors.

1. Higher numbers of students are identified in classes that use video feedback with peer teaching.

2. Higher numbers of students are identified if faculty are individually approached each semester and made aware of the support services which are available.

It should be noted that although these numbers may seem relatively small, remedial skills development is labor intensive and requires significant amounts of coaching time. This activity commanded a high proportion of the resources of the labs during the Spring, 1987 semester.

## TEACHER EDUCATION DATABASE

Our plan is to complete the design of a comprehensive data base on teacher-education students. We envision a unique database, one which would capture not only demographic data and course performance, but also include data on each of the areas of skill development outlined above. It would extend from ratings of a sophomore student's initial attempt to teach a short videotaped lesson, through various check points as certain courses or blocks of courses are completed, to student teaching and, very importantly, through the successful candidates' novice years in the field.

Teacher-observation instruments can be designed for either research or evaluation. They key difference is the way data are treated. For instance, research must indicate absence, presence, or extent of variables to a degree not required of evaluation. Research compares variables, whereas evaluation interprets the same variables to guide decision-making and action. By analyzing student performance data on CPST, we hope to identify areas of strength and weakness in our own teacher-education curriculum and to promote faculty and graduate research in teacher-education.

Northern Arizona University is studying combinations of data-collection formats to build an entry-level teacher database for experimental research and program evaluation feedback. Low-inference instruments, such as the ATRP, foster experimental inquiry. Some information can be taken from lesson observation.

We can also distinguish data by the way we must secure it. Information acquired during any regular lesson can be expected to be observed. Not all teaching skills can be evident in most lessons. Information likely to be observed during only parts of an instructional unit can be secured often by other means, such as a survey of supervisors, cooperating teachers, department chairs, and principals, To successfully collect needed survey information, a survey should be simple, nonthreatening, and low-inference. The survey format can otherwise be similar to the observation format.

Vital to CEE's entry-level teaching database are our graduate followup plans. We are planning to study a sample of graduates through the third year of teaching. The same graduates will have been evaluated three times during student teaching and three times before student teaching. Accordingly, we will be able to identify expectations for students entering our program progressively into the teaching profession. Our teacher preparation program will then be able to be updated on a regular basis.

Emphasis is on development. Monitoring of student skills will help establish the sequence of acquisition the level of skill acquired, and knowledge we will be better able to evaluate and refine our teacher-education curriculum, and to be accountable to the Arizona Legislature which established the Center for Excellence in Education.

The use of the Arizona Teacher Residency Program (ATRP) observation instrument is a case in point. The ATRP is designed to monitor 34 aspects of good classroom practice through a low inference, 5-point observation scale. Points are awarded on the number of observed indicators for each of these aspects rather than on subjective impressions or ratings.

## FURTHER RESEARCH AND DEVELOPMENT

This pilot was conducted to help determine the extent to which the observation instrument of teaching skills adopted by the Arizona Department of Education for use with novice teachers could be used in an undergraduate teacher preparation program as a measure of their skill development. Further, the pilot was constructed to determine how skills developed from the sophomore year through the last weeks of student teaching. The authors sought to determine whether skills progressed over a continuum during the teacher preparation years and whether it would be practical to use data such as that collected on the ATRP as part of a database. If the results were such that the use of ATRP data within the database seemed feasible, then plans for such an inclusion could be pursued with a greater degree of confidence. This would help individualize instruction, provide a means for identifying students "at risk", and provide an additional source of information regarding the effectiveness of our preparation program.

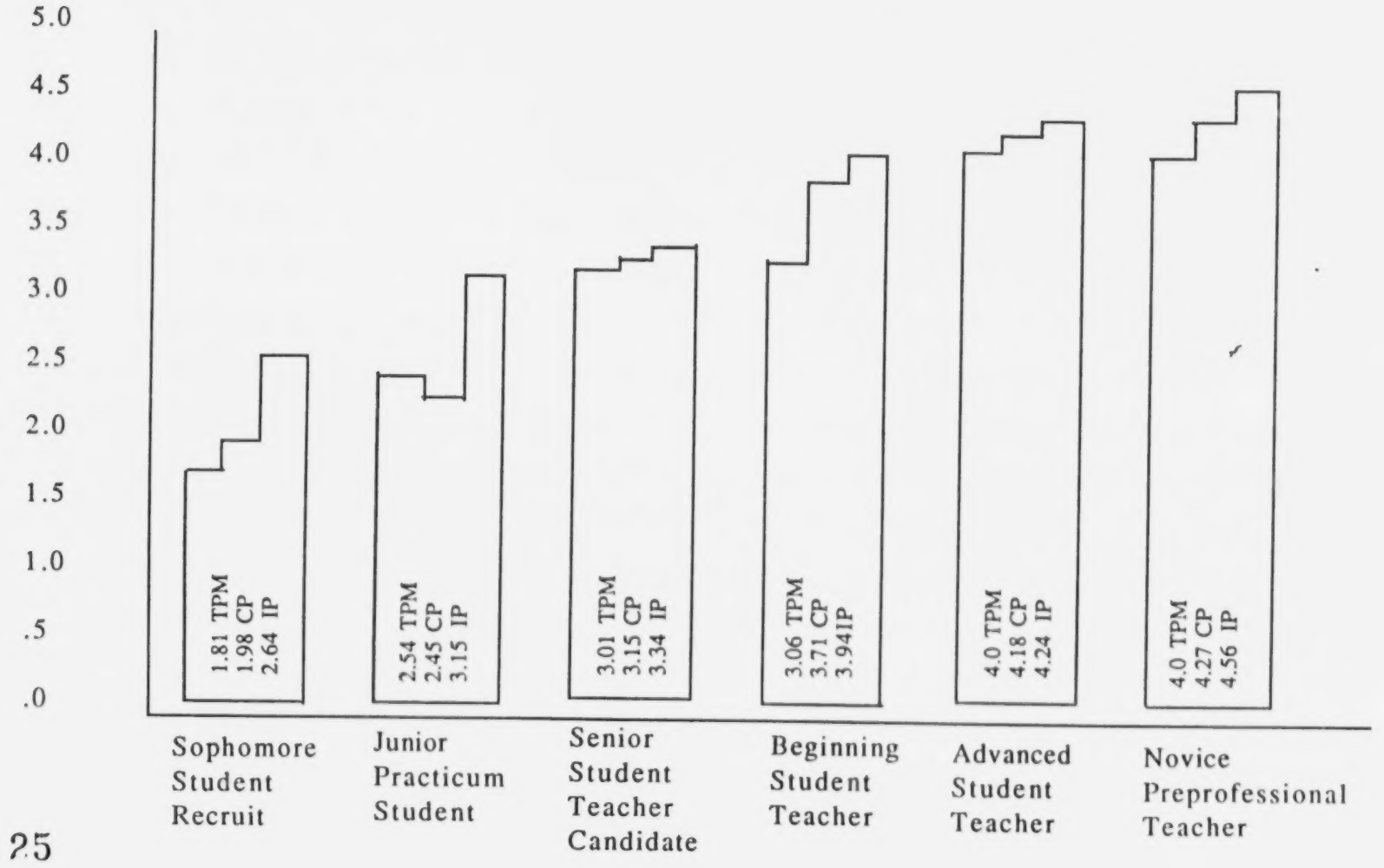
It has been concluded from the analysis of the data that the adaption of the ATRP to a pre-student teaching coursework setting as well as in a student teaching setting is justified. In this section, the implications to further research and program development will be discussed. The two major topics addressed are: (1) The continuum of undergraduate skill development and, (2) Expansion of the teacher education database project.

Postulated Stages of Undergraduate Teaching Skill Development

Berliner (1988) has indicated that experienced teachers can be classified into five different profession levels reflecting a wide range of abilities beginning at the novice level and continuing through to the expert level. Such a view has the potential to prove quite helpful to those concerned with such areas as staff development, teacher testing, and career ladders (Brandt, 1986).

The authors began to speculate whether an analogous continuum could be identified in the preservice preparation programs. The findings of this work suggest that a similar range of abilities can be found among undergraduate preservice teacher education students although the levels of performance are naturally at significantly lower levels. Peterson (1988) has proposed such schemes in the past, but there was no data to support his speculations. The results of this study suggest that such levels might be identified and explored through investigations which specifically focus on such questions. The data collected in this study suggest that the levels to be studied might consist of five development stages. These would be the sophomore year (initial training), the junior year (intermediate training), the senior year (advanced training), beginning student teaching, and advanced student teaching. The authors, therefore, have initiated plans to study this question. The stages hypothesized for this purpose are discussed below. Figure 3 merges the pre-student teaching and student teaching data and highlights the postulated stages of development.

Figure 3
Teaching Skills Aquisition
On the ATRP by Training Level



Level 1: Teacher Education Recruit

The student is in the early stages of developing an awareness of the teaching profession but has a high degree of enthusiasm and some limited planning and instructional skills. Students at this level scored in the pilot at the 2.14 level on the ATRP. Although such students are generally found in beginning classes, the recruitment pool and among the applicants to colleges of education, students at this level of development may also be found at the higher levels of training. Students in advanced levels or training with this level of performance would probably be classified as "at risk". Such students have many misconceptions about teaching, question their own abilities to teach, and are still exploring their committment to the profession.

Level 2: Practicum Student

Students who have advanced to this intermediate stage are already capable of demonstrating entry level competence in peer teaching. These students are in the midst of education courses, field work and laboratory experiences. There is marked improvement in their planning and instructional skills compared to student recruits and their interpersonal skills have advanced to a level relatively high degree of performance. Students at this level in the pilot scored at the 2.71 level.

Level 3: Student Teacher Candidate

This student has demonstrated the skills deemed critical for readiness to student teach. On our pilot, such students scored 3.0 or above on all three sections of the ATRP. Of course, they are generally in their last few weeks of their pre-student teaching coursework when they reach this stage. However, one student in a beginning class and several students enrolled in intermediate classes have been able to reach this level prior to their senior year. Likewise, several students in the sample were at the senior level, but were performing more like beginners.

Level 4: Beginning Student Teacher

These students are now working fulltime with learners in the schools, but they continue to demonstrate competence. These scores on the ATRP are at the high 3's in 2 areas and at the low 3 level as one.

Level 5: Advanced Student Teacher

At this level, student teachers are showing skill levels which are comparable to those demonstrated by novice teachers on the ATRP. Although their student teaching has another eight weeks remaining, the ATRP skills have peaked. Other professional areas will be the focus of their continued training in student teaching. All ATRP scores are at the 4.0 level and above.

Level 6: Preprofessional Novice Teacher

This student has completed student teaching and is ready to begin a career as a teacher.

A major effort over the next two years will be to explore these developmental levels and to search for instructional activities which can improve the rate of skill acquisition and which can remediate problem areas identified among selected students.

Further Development of the Database

The teacher education database under development at NAU appears to be one of the most promising practices under development in the Center for Excellence in Education. Possible applications may eventually include:

(a) Normed sequencing of specific skills for sequenced methods classes;

(b) Individual student portfolios tracking development in various teaching domains from education class to education class;

(c) Identification of target skills education graduates should have upon entry into teaching;

(d) Identification of target skills education graduates should have by the third year of teaching; and

(e) Interfacing of teacher education with district expectations for teachers or a composite of Arizona district teacher evaluation criteria.

(f) A performance-based approach for admission to teacher education and to student teaching could provide a fresh avenue for non-based assessment groups. Over the past several semesters at NAU, it is interesting to note, less than a handful of Native Americans have been admitted to teacher education due to a failure to pass the state mandated Pre-professional Skills Test (PPST).

Implications to Good Practices in Undergraduate Education

There are three benefits to the undergraduate teacher education curriculum which are not a direct outgrowth of the research reported herein but which nonetheless merit a brief mention.

Skills Lab Activities Encourage Student-Faculty Interaction

Faculty involved in preparing students for their videotaped lesson, rating their performance and debriefing them after the lesson, engage in an intense, purposeful, exchange. Reviewing a students performance on a lesson is quite different from reading and grading a term paper or scoring an essay examination. This seems to be an important element in student motivation and in faculty morale. All students experience some stress during the performance assessments and the faculty member is perceived as a mentor who helps them through the tough times associated with skill development. Students get to know the faculty involved with the lab rather well and this enhances their professional committment and encourages them to reflect about their values and professional plans.

Skills Lab Activities Encourages Cooperative Learning Among Students

The process of developing teaching skills is not a solo activity. Effective learning is a collaborative and social enterprise and whether than competitive and isolated process. Working with others in the process of professional growth increases involvement in learning. A healthy exchange among learners which includes sharing one's talents and ideas and responding to others can only improve thinking and enrich the level of understanding.

The Skills Labs Promote Active Learning

Mastering the skills of teaching is not a spectator's sport. The labs focus on active practice versus pressive listening. Lab activities allow prompt and precise feedback together with opportunities to practice in a safe environment.

## SUMMARY

The Teaching Skills Laboratory Network has established through this pilot that a teacher performance assessment instrument can be successfully used in an undergraduate pre-service preparation program. It has been determined that the teaching skills measured by ATRP are acquired progressively by students from the sophomore year though the completion of student teaching. The skills students find most difficult are in dealing with individual differences, monitoring students, and evaluating pupil progress. Students score consistently higher on the interpersonal skills subtest. Teacher performance instruments can not only be used to help verify the skill levels of preservice teacher at various stages in the preparation process but they can also be utilized to confirm the efficacy of curricular revision.

It was noted in the introduction section of this paper that one major impetus for this pilot project was in response to the many calls for teacher education reform in general and the criticisms and recommendations of Governor Babbitt's Committee on Quality Education (1983). Therefore, it seems appropriate to make a few comments on the extent to which the findings of this pilot research appear to confirm selected points made by Babbitt's committee.

The committee stated that too much emphasis was placed on methodology of questionable relevancy, and that there should be more emphasis the methods associated with human relations and communications skills. The need for increased student teaching time and extended experiential components was advocated by the committee including the need for a higher quality of supervision. This pilot project attempted to emphasize quality control and accountability through the use of performance-based instruction and performance-based assessment that matched training with job expectancies. Of course, this involved intensive clinical supervision and extended time focused on the skill development critical to effective teaching. The results of this study indicate that the efforts to provide more practicum experiences and to intensely supervise practice teaching has been successful. There is now evidence that NAU graduates are able to demonstrate the critical professional skills of teaching as they develop during the pre-student teaching and the student teaching experiences. The methodologies associated with the clinical experiences received by the students in this pilot, then, seem quite relevant. It is clear that the students in this sample have been able to manifest the human relations and communication skills which are essential to successful novice teaching. Thus, it seems safe to indicate that the clinical approach associated with the ATRP's use in pre-service and student teaching experiences is warranted.

A database system holds great promise for individualizing experience based instruction. This approach can also be used to identify "at risk" students and to provide supportive services to them.

Finally, a performance based system may have possibilities as an alternative in the search for non-biased teacher education admissions standard and practices for minority applicants.

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# APPENDIX A

# ATRP

## TEACHING PLANS AND MATERIALS

### Plans for Instruction

**1. Specifies Objectives for the Lesson(s)**

| Scale of Descriptors | Comments |
|---|---|
| 1.1 The instructional plans include no objectives for learners. | Rating: 1-5 |
| 1.2 The plans include a statement of learner objectives which are written in broad terms. Many of the objectives seem questionable for the topic or the learners. Objectives that should have been used with the unit are missing. | |
| 1.3 The plans include stated learner objectives that, with only a few exceptions, are appropriate for the topic and the learners. | |
| 1.4 All objectives are appropriate to the unit and the learners. | |
| 1.5 In addition to the items included in 1.4, the objectives in the unit have been sequenced. | |

**2. Specifies Teaching Procedures for Lessons**

| Scale of Descriptors | Comments |
|---|---|
| 2.1 Plans do not specify teaching procedures. | Rating: 1-5 |
| 2.2 Teaching procedures are limited or seem inappropriate for objectives or learners. | |
| 2.3 Teaching procedures are specified and well defined. Procedures are appropriate for the learners. | |
| 2.4 Teaching procedures have been specified and are referenced to the objectives. All procedures are appropriate for the objectives and the learners. | |
| 2.5 In addition to the information in 2.4, a variety of appropriate procedures including both teacher-centered and learner-centered approaches are described. | |

## 3. Specifies Content, Materials, and Media for Lessons

| Key Points in Descriptors | | Comments |
|---|---|---|
| 3.1 | No content, materials, or media are listed in the portfolio. | Rating: 1-5 |
| 3.2 | Teacher uses basic text workbook or curriculum guide. Associated or supplementary materials are not used. | |
| 3.3 | Content, materials, and/or media are used in addition to or in lieu of basic text or curriculum guide. | |
| 3.4 | Extensive use is made of content, materials, and media which are pertinent to the lesson. These must be appropriate for and referenced to the objective for which they were generated. | |
| 3.5 | Teacher has prepared original materials to be used in the unit of study or has used materials or resources imaginatively. The original materials must be of high quality. | |

## 4. Specifies Procedures for Assessing Learner Progress

| Scale of Descriptors | | Comments |
|---|---|---|
| 4.1 | No procedures or materials for assessing learners are described or included in the instructional unit. | Rating: 1-5 |
| 4.2 | Procedures or materials to assess learners are described or included in the instructional unit. Many of these, however, do not match the objectives of the unit or are not appropriate for the learners. | |
| 4.3 | Procedures or materials for assessing learners are appropriate to the objectives and the learners and are described or included in the unit. | |
| 4.4 | Multiple assessment procedures or materials such as progress checks, self-tests, skill tests, or interviews are appropriate to the objectives and the learners and are described or included in the unit. | |
| 4.5 | In addition to the information in 4.4, procedures or materials for assessing attitudes of learners toward the topic or the instruction are described or included in the unit. | |

## 5. Instruction Requires All Levels of Cognitive Functioning

| Scale of Descriptors | Comments |
|---|---|
| Ratings | Rating: 1-5 |
| 5.1 None of the descriptors is evident. | |
| 5.2 One of the descriptors is evident. | |
| 5.3 Two of the descriptors are evident. | |
| 5.4 Three of the descriptors are evident. | |
| 5.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Learners have an opportunity to acquire factual information or to explain or summarize it. | |
| b. Learners have an opportunity to apply information to particular situations. | |
| c. Learners have an opportunity to identify and clarify parts of complex ideas or synthesize knowledge by integrating information. | |
| d. Learners have an opportunity to judge the value and importance of ideas or information. | |

Organizes for Instruction

## 6. Instruction Takes Into Account Learner's Abilities and Styles

| Scale of Descriptors | Comments |
|---|---|
| Ratings | Rating: 1-5 |
| 6.1 None of the descriptors is evident. | |
| 6.2 One of the descriptors is evident. | |
| 6.3 Two of the descriptors are evident. | |
| 6.4 Three of the descriptors are evident. | |
| 6.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Present instruction is based on an assessment of learner's past performance. | |
| b. Assignments are differentiated. | |
| c. Remedial or enrichment materials are listed. | |
| d. Alternative presentation methods are planned. | |

## 7. Instruction Takes Into Account Different Rates of Learning

| Scale of Descriptors | Comments |
|---|---|
| Ratings | Rating: 1-5 |
| 7.1 None of the descriptors is evident. | |
| 7.2 One of the descriptors is evident. | |
| 7.3 Two of the descriptors are evident. | |
| 7.4 Three of the descriptors are evident. | |
| 7.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Learners are permitted to work at their own rate toward some of the objectives some of the time. | |
| b. Special provisions are available for learners who work slowly. | |
| c. Students who finish early are provided with content-related enrichment activities some of the time. | |
| d. Objectives are divided between those that all learners should achieve and enrichment objectives that are desirable but not essential. | |

## Monitors Progress of Learner

**8. Monitors Student Progress**

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| Scale of Descriptors | Comments |
|---|---|
| Ratings | Rating: 1-5 |
| 8.1 None of the descriptors is evident. | |
| 8.2 One of the descriptors is evident. | |
| 8.3 Two of the descriptors are evident. | |
| 8.4 Three of the descriptors are evident. | |
| 8.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Pre-assessments are planned to determine learner performance on prerequisites, or learner performance on the objectives of the unit. | |
| b. Progress checks are planned throughout the unit to determine learner progress. | |
| c. End-of-unit or summative evaluations are planned to determine learner progress. | |
| d. The teacher keeps a record of individual learner progress on specific objectives. | |

## 9. Provides Learner Feedback

| Scale of Descriptors | Comments |
|---|---|
| Ratings | Rating: 1-5 |

9.1 None of the descriptors is evident.

9.2 One of the descriptors is evident.

9.3 Two of the descriptors are evident.

9.4 Three of the descriptors are evident.

9.5 Four of the descriptors are evident.

Descriptors

a. Classroom questioning is used to help learners identify learning problems.

b. Progress check results are used to help learners determine their achievement on objectives before end-of-unit tests are administered.

c. Learners are given feedback on summative test scores.

d. Conferences are conducted with individual students to discuss learning or motivational problems.

## CLASSROOM PROCEDURES

### Uses Methods, Techniques, and Media Related to Objectives

**1. Uses Instructional Equipment and Other Aids**

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 1.1 Instructional equipment (e.g., projectors) or other instructional aids (e.g., posters, charts) that are available and appropriate are not used. | Rating: 1-5 |
| 1.2 Uses available equipment or instructional aids but has trouble which causes delays. Media presentations or prepared materials do not always fit planned lessons. | |
| 1.3 Effectively uses instructional equipment or other instructional aids at appropriate times in lessons. | |
| 1.4 Highly skillful use of instructional equipment or instructional aids at appropriate times. Media presented blend smoothly with other kinds of instruction. | |
| 1.5 In addition to items in 1.4, shows evidence of skillfully preparing original instructional materials. | |

**2. Instructional Materials Encourage Student Practice to Meet Objectives**

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 2.1 Materials chosen are irrelevant to the topic or objectives or no materials are used when materials are needed. | Rating: 1-5 |
| 2.2. Materials chosen are related to the topics being studied but not to the objectives. | |
| 2.3 Most materials chosen provide for practice on specific objectives. Some of the practice may be insufficient in quantity to achieve the objectives. | |
| 2.4 Materials chosen are relevant to the objectives. Learners are given ample opportunity to practice the objectives. | |
| 2.5 In addition to the items in 2.4, formal or informal progress assessment techniques are used to determine whether the practice individual learners receive is sufficient. | |

Communicates With Learner

**3. Gives Directions and Explanations Related to Lesson**

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 3.1 Fails to give any directions or explanations (either written or oral) when there is an obvious need to do so. OR 3.1 Directions and explanations are difficult to understand and no attempt is made to remedy the confusion. | Rating: 1-5 |
| 3.2 Directions or explanations are difficult to understand. Attempts to clarify confusion are largely ineffective. | |
| 3.3 Although most learners appear to understand, the teacher works with the entire group to clarify misunderstandings. | |
| 3.4 Only a few learners misunderstand. The teacher identifies specific learners who have difficulty with directions and explanations and helps them individually. | |
| 3.5 No evidence of learner confusion about directions or explanations. | |

**4. Clarifies Directions and Explanations**

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 4.1 Discourages learners when they seek clarification of directions or explanations. | Rating: 1-5 |
| 4.2 Ignores learners when they seek clarification of directions or explanations. | |
| 4.3 Restates original communication in nearly the same words if learners do not understand. | |
| 4.4 Gives directions or explanations using different words and ideas when learners do not understand. | |
| 4.5 In addition to the item in 4.4, the teacher attempts to identify areas of misunderstanding and to restate communication before learner ask. OR 4.5 No misunderstanding by learners is evident during the lesson. | |

## 5. Uses Learner Responses and Questions in Teaching

| Scale of Descriptors | | Comments/Evidence |
|---|---|---|
| 5.1 | Uses negative words or actions to discourage learners from giving responses or asking questions. | Rating: 1-5 |
| 5.2 | Ignores learners who wish to be recognized or learner contributions are accepted without disagreement or further comment. | |
| 5.3 | Acknowledges learners who wish to be recognized and occasionally asks for learner responses or questions. Responses by the teacher are adequate. | |
| 5.4 | Asks for responses or questions frequently throughout the lesson and provides feedback to learners. | |
| 5.5 | In addition to items in 5.4, the teacher incorporates learner responses and questions into activities. | |

## 6. Provides Learner Feedback Throughout Lesson

| Scale of Descriptors | | Comments/Evidence |
|---|---|---|
| 6.1 | Accepts learner comments or performance without feedback about their adequacy. | Rating: 1-5 |
| 6.2 | Responds to negative aspects of student work, but few comments are made about positive aspects. | |
| 6.3 | Informs students of the adequacy of their performance. Few errors pass by without being addressed. | |
| 6.4 | Helps learners evaluate the adequacy of their own or each others' performance. | |
| 6.5 | In addition to 6.4, the teacher probes for the sources of misunderstandings which arise. | |

## 7. Uses Acceptable Written and Oral Expression

| Scale of Descriptors | Comments/Evidence |
|---|---|
| **Ratings** | Rating: 1-5 |
| 7.1 None of the descriptors is evident. | |
| 7.2 One of the descriptors is evident. | |
| 7.3 Two of the descriptors are evident. | |
| 7.4 Three of the descriptors are evident. | |
| 7.5 Four of the descriptors are evident. | |
| **Descriptors** | |
| a. Speech is understandable. | |
| b. Oral expression is correct. | |
| c. Written material is legible. | |
| d. Written expression is correct. | |

## Demonstrates A Repertoire of Teaching Methods

## 8. Learning Activities are Logically Sequenced

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 8.1 Activities used in the classroom are unrelated to one another or to the objectives. | Rating: 1-5 |
| 8.2 Many ideas, skills or activities seem out of sequence. | |
| 8.3 The lesson is arranged to present most ideas, skills, etc., in a logical sequence. Only occasionally is there a problem of sequence. | |
| 8.4 No instances of problems in sequencing are noted. | |
| 8.5 In addition to the items in 8.4, provision is made to acquire prerequisites if learners have not already done so. | |

## 9. Uses A Variety of Teaching Methods Appropriately and Effectively

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |
| 9.1 None of the descriptors is evident. | |
| 9.2 One of the descriptors is evident. | |
| 9.3 Two of the descriptors are evident. | |
| 9.4 Three of the descriptors are evident. | |
| 9.5 Four of the descriptors are evident. | |

Descriptors

Teaching methods such as the following may be observed: drill, inquiry, discussion, role playing, demonstration, explanation, and problem solving, etc.

## 10. Demonstrates Ability to Work with Individuals, Small and Large Groups

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |
| 10.1 None of the descriptors is evident. | |
| 10.2 One of the descriptors is evident. | |
| 10.3 Two of the descriptors are evident. | |
| 10.4 Three of the descriptors are evident. | |
| 10.5 Four of the descriptors are evident. | |

Descriptors

a. Group size for instruction is matched to the objective.

b. Teacher's role is appropriate to each group size being used.

c. Transitions from one sized group to another are smooth.

d. Different group sizes that are matched to the objectives are used.

## Reinforces and Encourages Learner Involvement in Instruction

### 11. Gets Learner Initially Involved in Lesson

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |
| 11.1 None of the descriptors is evident. | |
| 11.2 One of the descriptors is evident. | |
| 11.3 Two of the descriptors are evident. | |
| 11.4 Three of the descriptors are evident. | |
| 11.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Helps learners recall past experiences or knowledge. | |
| b. Uses existing interests of learners as a link to new activities. | |
| c. Stimulates new interests in activities with techniques such as discrepant events or thought-provoking questions. | |
| d. Helps learners understand what they may achieve by participating in the activities. | |

### 12. Provides Opportunities for Participation

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 12.1 Class activities require passive commitment. | Rating: 1-5 |
| 12.2 The class is organized so that only a few learners participate actively; most appear to be bystanders. | |
| 12.3 Most learners have opportunity for active participation at some time in the class (e.g., small group discussion, physical manipulation of materials, physical movement, individual library work, etc.) | |
| 12.4 All learners have opportunity for active participation in some type of activity. | |
| 12.5 All learners have opportunity for active participation in two or more activities. | |

## 13. Maintains Learner Involvement

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 13.1 Few learners (less than 30%) are on task, i.e., learners are not attending to the teacher, materials, or other appropriate focus for an activity. | Rating: 1-5 |
| 13.2 Some learners (about 31-50%) are on task. | |
| 13.3 Many learners (about 51-70%) are on task. | |
| 13.4 Most learners (about 71-90%) are on task. | |
| 13.5 Nearly all learners (about 91-100%) are on task. | |

## 14. Reinforces Learner Involvement

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |
| 14.1 None of the descriptors is evident. | |
| 14.2 One of the descriptors is evident. | |
| 14.3 Two of the descriptors are evident. | |
| 14.4 Three of the descriptors are evident. | |
| 14.5 Four of the descriptors are evident. | |

Descriptors

a. Uses activities which are appropriate for learners.

b. Varies pace and nature of activity.

c. Responds positively to learners who participate.

d. Identifies and responds to learners who are off task, or no learners are off task.

## Teacher Understands Relevance of Topic and Communicates to Students

### 15. Helps Students Understand Purpose and Importance of Topic

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 15.1 The teacher does not designate the purpose or importance of a topic or activity. | Rating: 1-5 |
| 15.2 The teacher fails to relate specific topics or activities to their purpose or importance in a content area. | |
| 15.3 The purpose or importance of most topics or activities studied is conveyed to learners. | |
| 15.4 Topics or activities are taught in context. The teacher explains to the students how topics or activities are but a portion of a larger content area. | |
| 15.5 The teacher encourages (or provides opportunities for) learners either to question or relate to specific topics or activities which are important to a content area. | |

### 16. Demonstrates Knowlege in Subject Area

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |
| 16.1 None of the descriptors is evident. | |
| 16.2 One of the descriptors is evident. | |
| 16.3 Two of the descriptors are evident. | |
| 16.4 Three of the descriptors are evident. | |
| 16.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Subject area knowledge that the teacher demonstrates is accurate and up-to-date. | |
| b. Sources of information and learning materials are timely. | |
| c. Discriminates between adequate and inadequate performances, or there are no inadequate performances. | |
| d. There is more than one level of learning. | |

Organization of Time, Space, Equipment and Materials

## 17. Attends to Routine Tasks

| Scale of Descriptors | Comments/Evidence |
|---|---|
| 17.1 The teacher does not attend to routine tasks. | Rating: 1-5 |
| 17.2 The teacher attends to routine tasks in a disruptive or inefficient manner (e.g., learners need special permission for many routine tasks). | |
| 17.3 The teacher anticipates routine tasks and attends to them efficiently. | |
| 17.4 Routine tasks are handled smoothly. Teacher delegates many tasks to the students. | |
| 17.5 In addition to 17.4, learners are responsible for various dimensions of the task, (e.g., distributing materials, picking up work area, etc.). | |

## 18. Uses Instructional Time Effectively

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |
| 18.1 None of the descriptors is evident. | |
| 18.2 One of the descriptors is evident. | |
| 18.3 Two of the descriptors are evident. | |
| 18.4 Three of the descriptors are evident. | |
| 18.5 Four of the descriptors are evident. | |
| Descriptors | |
| a. Begins activities promptly. | |
| b. Continues activities until end of allocated time period. | |
| c. Avoids unnecessary delays during the lesson. | |
| d. Avoids undesirable digressions from the topic during the lesson. | |

## 19. Maintains an Attractive and Stimulating Learning Environment

| Scale of Descriptors | Comments/Evidence |
|---|---|
| Ratings | Rating: 1-5 |

19.1 None of the descriptors is evident.

19.2 One of the descriptors is evident.

19.3 Two of the descriptors are evident.

19.4 Three of the descriptors are evident.

19.5 Four of the descriptors are evident.

Descriptors

a. The classroom is free of litter.

b. The furniture is neat and orderly.

c. Bulletin boards and displays create a pleasant atmosphere.

d. Bulletin boards and displays serve an instructional purpose.

## INTERPERSONAL SKILLS

1. Communicates Enthusiasm

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Scale of Descriptors

Evidence

Ratings

Rating: 1-5

1.1 None of the descriptors is evident.

1.2 One of the descriptors is evident.

1.3 Two of the descriptors are evident.

1.4 Three of the descriptors are evident.

1.5 Four of the descriptors are evident.

Descriptors

a. Communicates enthusiasm with eye contact or facial expressions indicating pleasure, concern, interest, etc.

b. Communicates enthusiasm with voice inflections stressing points of interest and importance.

c. Communicates enthusiasm through posture when moving about the room or sitting among students.

d. Communicates enthusiasm with gestures to accentuate points.

## 2. Demonstrates Warmth and Friendliness

| Scale of Descriptors | Evidence |
|---|---|
| Ratings | Rating: 1-5 |

2.1 None of the descriptors is evident.

2.2 One of the descriptors is evident.

2.3 Two of the descriptors are evident.

2.4 Three of the descriptors are evident.

2.5 Four of the descriptors are evident.

Descriptors

a. Seeks information about the interests or opinions of learners.

b. Smiles at learners or laughs or jokes with them.

c. Maintains close contact with learners by sitting or standing near them.

d. Uses names of learners in a warm and friendly way when addressing them.

## 3. Sensitive to Needs and Feeling of Students

| Scale of Descriptors | Evidence |
|---|---|
| Ratings | Rating: 1-5 |

3.1 None of the descriptors is evident.

3.2 One of the descriptors is evident.

3.3 Two of the descriptors are evident.

3.4 Three of the descriptors are evident.

3.5 Four of the descriptors are evident.

Descriptors

a. Reinforces learners when they do well.

b. Encourages learners when they have difficulty.

c. Listens to or accepts from learners.

d. Is courteous when dealing with learners.

## 4. Provides Feedback to Learner About Behavior

| Scale of Descriptors | Evidence |
|---|---|
| Ratings | Rating: 1-5 |

4.1 None of the descriptors is evident.

4.2 One of the descriptors is evident.

4.3 Two of the descriptors are evident.

4.4 Three of the descriptors are evident.

4.5 Four of the descriptors are evident.

Descriptors

a. Makes expectations about behavior clear to learners.

b. Provides verbal feedback for acceptable or unacceptable behavior.

c. Provides nonverbal feedback (smiles, frowns, nods, moves closer to student, etc.) for acceptable or unacceptable behavior.

d. Uses language free of derogatory references when talking to or about learners.

## 5. Maintains Positive Classroom Behavior

| Scale of Descriptors | Evidence |
|---|---|
| Ratings | Rating: 1-5 |

5.1 None of the descriptors is evident.

5.2 One of the descriptors is evident.

5.3 Two of the descriptors are evident.

5.4 Three of the descriptors are evident.

5.5 Four of the descriptors are evident.

Descriptors

a. Uses techniques (e.g., social approval, contingent activities, punishment, keeps student on task, etc.) to maintain appropriate behavior.

b. Overlooks inconsequential behavior problems or none exist.

c. Reinforces appropriate behavior.

d. Maintains learner behavior that enhances the possibilities for learning for the group.

## 6. Manages Disruptive Behavior

| Scale of Descriptors | Evidence |
|---|---|
| Ratings | Rating: 1-5 |

6.1 None of the descriptors is evident.

6.2 One of the descriptors is evident.

6.3 Two of the descriptors are evident.

6.4 Three of the descriptors are evident.

6.5 Four of the descriptors are evident.

OR

6.5 There is no major disruptive behavior.

Descriptors

a. Deals with learners who have caused disruptions, rather than with entire class.

b. Attends to major disruptions quickly and firmly.

c. The consequences of causing disruptions are based on the severity of the disruptions.

d. Rule violations carry consequences appropriate for learners.